Measurable Annual Goal Activity

***Utilizing the MAG Diagram review three of following goal examples to see if they contain all the required parts and are easily understood.***

DJ will demonstrate improvement of socialization skills by demonstrating appropriate verbal interactions with others, appropriate expressing of emotions, and accepting responsibility for his own actions daily in all school situations 85% of the time.

David will consistently utilize self-advocacy techniques (asking for help/support when needed, raise hand and ask for clarification) 80% for each period of the day.

Josh will work towards effective task completion by remaining on task, ignoring distractions, and working independently for 35 out of 44 minutes during a class period with 2 or less prompts.

Given a 44 minute class, weekly assignments, and teacher support, Josh will complete and turn in 4 out of 5 weekly assignments with no more than 2 verbal prompts per assignment for the remainder of the 2011-2012 school year.

Given a curriculum based assessment, the student will utilize active reading strategies to analyze and interpret fiction and non-fiction texts with 85% accuracy on 3 out of 4 trials. (1.1.8A-D,1.2.8A-C, 1.3.8A-B,F)

Utilizing the writing process, the student will independently organize and write a 7 sentence paragraph with complete sentences with 80% accuracy on 3 out of 4 trials. (1.4.8B-C, 1.5.8AF,1.8.8B-C).

When presented with an undesirable situation, Michael will utilize a behavioral timeout with 100% accuracy in an appropriate manner to decrease frustration and stress level (appropriately ask to be excused for behavioral timeout, report directly to designated location, utilize timeout, and return to class) on 4 out of 4 undesirable situations as measured by teacher/staff observation during timeout, and discipline reports. Progress will be reported quarterly.

On a daily basis, Michael will remain awake in each class for the entire duration of the class period (45 minutes) in each of his 8 classes with 100% accuracy for 5 out of 5 days of the school week as measured by teacher observation and checklist. Progress will be reported quarterly.

Given a text on his reading level, Michael will read with 75% comprehension on 4 out of 5 assignments as measured by teacher made materials and curriculum based assessments. Progress will be measured quarterly

Given a calculator, worksheet, test/quiz, Bill will write and use numbers in equivalent forms

(i.e. integers, fractions, decimals, percents, exponents, square roots, absolute values) by earning 85%

accuracy on 4 out of 5 of collect work samples (Standard 2.1.8 B. – Numbers, Number Systems, and

Number Relationships.)

Given a request to perform a school-based task, Bruno will not refuse to comply with staff

direction 90% of the time.

Given a social or academic situation during the school day, Adele will appropriately communicate

with peers in 2 prompts or less 80% of the time.

Given a prompt to complete a school-based task, Katie will successfully stay on task long

enough to complete the task in its entirety 85% of the time.

Given a social or academic situation during the school day, Tony will not verbally/nonverbally

threaten another peer or staff member by utilizing coping strategies100% of the time.

Given a social or academic situation during the school day, Amy will not self-injure by

scratching, marking or cutting self, but instead utilize coping strategies100% of the time

When checking in at the Support Center one time per week, Josh will log onto Ed-line to check

His grades and record his current grade/percentage in his personal folder weekly for

9-consecutive weeks.

Given a vocabulary list, Nicki will identify and apply vocabulary across all academic content

areas that demonstrates knowledge of literal and figurative meanings of words, nuances, or

connotations of words with 80% accuracy on 3 consecutive assessments. (Standard 1.1.9.C)

Given a reading passage, Bruce will demonstrate comprehension and understanding by

answering questions after reading a variety of literary works with 80% accuracy on 3 consecutive

assessments. (Standard 1.1.10 D)

Given a writing prompt, Whitney will write short stories, poems, and complex information pieces

with 80% accuracy over a nine week period (Standard 1.4.9 A,B)

Given a writing prompt, Taylor will use grade appropriate conventions of language when writing

and editing with 80% accuracy over a nine week period. (Standard 1.5.9 F)

When giving a speech, Adam will demonstrate awareness of audience using appropriate volume

and clarity in formal speaking presentations with 80% accuracy over a nine week period. (Standard

1.6.12 B)

Given a math problem, Ryan will develop a plan, identify the information needed, solve the

problem, and explain how the problem was solved in grade appropriate contexts with 80% accuracy

over a nine week period. (Standard 2.5.A1A)

Given a math problem, Riana will use appropriate types of mathematical representations to

communicate results with 80% accuracy over a nine week period. (Standard 2.5.G.B)

Given (real life manipulatives, worksheets, prompt, functional math problems), Kelly will solve

(money management) with decreasing prompts and 80% accuracy. (PA Standard: Computation and

Estimation 2.2)

When in a vocational setting within the community, Tom will demonstrate an awareness of

quality work with prompts decreasing to 3 or less. (PA Standard: Career Retention and Advancement

13.3.3.A)